



ART AND DESIGN

National Curriculum Requirement

Early Years

Expressive art and design

3 and 4 year olds will be learning to:

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Draw with increasing complexity and detail such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour- mixing.

Children in Reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

				and how to make them.			
<p>Spring Term 2022</p>	<p><u>Can you make a picture of what you See?</u> Refine and build upon their drawing and painting skills. For example -draw a face in detail and proportion – know how to set out the main features of a face. Draw lips and eyes with greater skill – practise focusing on parts of the face first –e.g. eyes. Lips, nose. Show movement, noise using a variety of techniques that they have explored and learnt.</p> <p>Do observational drawings and drawing from imagination e.g. flowers, toys</p> <p>Build upon joining techniques – e.g. paper folds to connect paper, holes and string, staples etc.</p> <p>Learn simple weaving techniques with card and strips of coloured paper, wool, grass/plants</p>	<p><u>Colour Makers</u> <u>Are all colours a Mixture of Other Colours?</u> Colour mixing Painting- making secondary colours. Artist study: Piet Mondrian Build on knowledge of the primary colours from EYFS and of mixing them to create secondary colours. Now progressing to making a colour wheel to embed this knowledge and to use as a reference aid in their sketchbooks.</p> <p>Learn about the artist Piet Mondrian who was an exponent of using primary colours in his abstract art. Create artwork in the style of Mondrian and make links.</p> <p>Use secondary colours in their work and learn what tints and shades are and how to make them and experiment with making them.</p>	<p><u>Do all Colours Go Well together?</u></p> <p>This will be changed to a drawing and water colour skills unit with a focused artist. Learning more about secondary colours and about complementary colours and ‘hot’ and ‘cold’ colours.</p> <p>Learn Watercolour techniques. Include a lesson on drawing a person – to build on prior skills in EYFS and Year 1.</p> <p>Learn to use a different type of paint form. A development from poster paints. Learn watercolour techniques.</p>	<p><u>Landscape Artists</u> <u>Are all Landscape Pictures Similar in Style?</u> colour mixing – building upon prior knowledge of complementary colours Artist study: John Constable</p> <p>Make sketches of landscapes using photographs and pictures as source material. Build upon and refine drawing skills and learn how to think about perspective when sketching. Learn how to draw a landscape. Introduce the 3 categories of creating a landscape painting- representational, impressionistic and abstract.</p> <p>Build upon prior knowledge of watercolours from year 2.</p>	<p><u>Jungle Landscapes</u> <u>How Are Jungle Landscapes shown in Paintings?</u> Artist study: Henri Rousseau Colour mixing, layering . Learn more about colour wheels and colour mixing, shades and tints. Make a rainforest scene in 4 different layers. Make links between Rousseau’s work and that of their own.</p> <p>Learn more about the colour mixing system. Use this knowledge to make secondary and tertiary colours.</p> <p>Build upon their prior knowledge of shades and tints in year 1.</p>	<p><u>Seascapes</u> <u>Do Seascape Artists use the same techniques as Landscape Artists?</u> Drawing and painting. Artist study: Monet, Turner, Winslow Homer</p> <p>Building on and diversifying from previous landscape drawing and painting in year 3.</p> <p>Experience of a different type of paint (medium) acrylics, gouache</p>	<p><u>World Art- Is Art from Around the World Unique? or Can you always tell what part of the world Art comes from? or Can you always work out where in the world Art is from?</u> Art from different countries and cultures Clay sculptures Design and create a sculpture Artist study: Magdalene Odundo</p> <p>Learn about artwork from different countries and cultures- Viking, African, Indian, Chinese, aboriginal</p> <p>Build on knowledge of using clay to make pots and sculptures and make an artwork of more complexity incorporating more skill and knowledge.</p> <p>learn about the sculptor Magdalene Odundo and other arts and crafts people.</p>

<p>Summer term 2022</p>	<p><u>Is a Portrait always Just of the Face and Head?</u></p> <p><u>Drawing:</u> Observational drawings- learn how to draw full portrait pictures of others. Learn how to set out the drawing on the paper- introduce word 'proportion.'</p> <p>Learn to Shade with pencils, crayons, pastels.</p> <p>Self-portraits- use mirrors -practise and build upon the skills that they have learnt so far.</p> <p><u>Painting:</u> Introduce the term 'primary colours' –learn the 3 colours –red, yellow, blue and investigate mixing them to make secondary colours. Learn how to make the secondary colours.</p>	<p><u>Animal Prints</u> <u>Can a Repeating Print be Made from a Drawing?</u> Draw a picture of British wildlife animal to use as a design to create a repeating pattern from a Styrofoam print. Artist study: Linda Richardson-creates artwork using 'relief' prints Printing- animal pictures –using a Styrofoam tile New artist study: Linda Richardson</p> <p>Progress from making simple prints in EYFS –handprints, object prints to drawing their own picture that will be transferred from a drawing to a styrofoam tile to create a print from-relief printing.</p>	<p><u>Sculpture Vulture</u> <u>Can Rubbish be used to make Art?</u> Make Paper sculptures Use recycled Manmade materials to build a sculpture Artist study: Aline Houde –Diebolt and others</p> <p>This builds on from previous 3-D work in: EYFS – junk modelling, a thumb pot , simple sculptures Year 1- sculptures made from natural materials (in the style of the artist Andy Goldsworthy)</p> <p>New learning – technique of using paper to make a sculpture. Making sculptures from recycled material.</p>	<p><u>Wired up</u> <u>Sculpture</u> <u>Can wire be used to represent the Human form?</u> Make figures of the human form using wire.</p> <p>Artist study: Lowry as a start moving to artists who use wire to create the human form.</p> <p>Learn about a new form of sculpture.</p> <p>Draw the human form in a different style as preparatory sketches for their wire person based on Lowry's work.</p> <p>Develop new skills in creating a wire sculpture which moves on from previous sculptures made from other materials. Learn about a new artists – Lowry and artists who work in this field.</p>	<p><u>Making Prints</u> <u>Are all Prints Made in the Same Way?</u> Artist study: William Morris or other artists Printing Collagraph – collaging thin items e.g. string to a plate to print from.</p> <p>Build on prior knowledge of print making.</p> <p>Learn a new type of printing – collagraph.</p> <p>Learn to make a printing template in a different way.</p> <p>Learn about the life and work of the artist William Morris.</p>	<p><u>London Skyline</u> <u>Do Skyline Pictures always show the Same View Point?</u> Collage New artist study: Stephen Wiltshire & the architect Sir Christopher Wren.</p> <p>Refine and build upon their drawing skills to create a cityscape.</p> <p>Investigate the process of drawing a cityscape.</p> <p>Learn about the contemporary artist Stephen Lowry and the architecture of Sir Christopher Wren.</p> <p>Use collage on top of their drawing to create a picture of the London skyline. This builds on from more simpler collaging in EYFS, Year 2 and year 3 (abstract unit)</p>	<p><u>Pop Art</u> <u>What is Pop Art?</u> <u>Is Pop Art Similar to Other Art Styles?</u> Artist Study: Roy Lichtenstein, David Hockney, Andy Warhol, Takashi Murakami</p> <p>Recap other artistic styles- abstract, realism, Representational, impressionist.</p> <p>Learn about a new form –'Pop art' and the cultural influences.</p> <p>Learn about the artists and their artwork: Lichtenstein, Warhol, Hockney & contemporary artist Takashi Murakami.</p> <p>Refine and build upon their drawing and painting skills. Apply their knowledge of the colour mixing system.</p> <p>Look at a new form of print making- the silk screen/screen printing process. Progression from other forms learnt previously.</p>
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VOCABULARY							
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn	<p>Pen, pencil, crayon, felt-tip, chalk, pastels, thick, thin, straight line, wavy line, spiral, dots</p> <p>Portrait-self-portrait, face, eyes, eyelashes, eyebrows, lips, mouth, ears, nostrils, nose, cheeks, hair – straight, curly, long, short, wavy, hair colours- blond, brown, black, mirror, reflection, position</p> <p>Paint, colour names- red, yellow, blue, green, brown, orange, purple, black, white, grey</p> <p>Emotion, feeling, noise, movement-spinning,</p> <p>Sculpture, junk modelling, glue, stick, join</p>	<p>sculpture, construct, natural materials, manmade materials,</p> <p>Abstract art, realistic art, emotions</p>	<p>Collage, tone-light/dark, shades, texture-smooth, bumpy, spiky and other related vocabulary</p> <p>Shadow, highlights, contrast</p>	<p>Abstract art, Colour, shape, form, represent, depict, reality</p> <p>Colour wheel, Secondary colours, tertiary colours, complementary colours, landscape-background, foreground, skyline</p>	<p>Colour wheel, colour mixing, shades, tints, primary colours, secondary colours layering, rainforest</p>	<p>Textile art, dyeing, fabric, quilting, layering, printing, design, plan research, needlepointers, needleworkers, weaving, draw, design, copy, transfer</p> <p>Abstract art, Realistic art, emotional response</p>	<p>Poly Block, printing, Japanese school of Art, nature, blossom, birds, linocut, gouge</p>

<p>Spring</p>	<p>Names of colour shades- e.g. turquoise, bright green, navy blue. Words to express emotions building on previously used ones. More material names e.g. – cotton, sponge, crepe paper etc.</p> <p>Printing, press, print, pattern, repeating pattern</p> <p>Draw, observe, colour</p> <p>Natural, manmade, collage, sculpture, clay, soft, mould, shape, tools, Thumb pot</p>	<p>Primary colours, secondary colours, tints, shades</p>	<p>Water colours, intensity of colour, building up colour, pencil strokes-light, dark etc.</p>	<p>Landscape, foreground, background, shapes, view, watercolours, wash, vividness of colour</p>	<p>Mosaic, tiles, spacing, adhesive, grout, complementary colours, effect</p>	<p>Landscape, seascape, preparatory sketch, shade, light, shadow, effects, emotion, atmosphere</p>	<p>World art – different cultures, Viking, African, Indian, Chinese, aboriginal Clay sculptures, form, decoration, clay, mould, shape, designs, pottery, ceramics, kneading, sculpting Visual, culture, society, cultural diversity</p>
<p>Summer</p>	<p>Primary colours- red, blue, yellow progressing to other colour names including black and white. Secondary colour names. Words to express emotions- sad, happy, cross. Names of more materials – fabric, wool, foil etc. Colour names- Colour wheel, mix. Names of materials- paper, card, tissue paper Abstract art, tear, choose, fold, pointed, rounded. Textiles, fabrics, weave, under, over, secure</p>	<p>Print, relief print, Styrofoam block, pattern, design,</p>	<p>Sculpture fold, two dimensional, Three dimensional, template</p>	<p>Sculpture, wire, bend, twist, angle, view, human form</p>	<p>Printing, relief print, block print, motif, repeating pattern, collagraph, collaging</p>	<p>Skyline, scene, photographs, source material, collage, preparatory sketch, view, birds –eye view, lines, proportion</p>	<p>Pop art, art movement, popular, mass culture, advertising, comic books, source</p>

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KEY LINKS (narrative/people/music/video/visit)							
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn	<p>Videos of how to draw from observation – how to draw the face (BBC Bitesize)</p> <p>Learn songs about the body.</p> <p>Colour songs.</p>	<p>Watch videos about sculptures made from natural/organic materials including that of Andy Goldsworthy. Visit a museum or a garden to see real sculptures. Invite a sculptor into school to demonstrate their skills- for example: 'ice, clay, paper, or recycled material sculptures.'</p> <p>Visit the beach or woods to gather natural materials. Look at photographs of Sculptures from across different time periods, countries and cultures.</p>	<p>Tone and Textures- watch videos of artists creating their work. Explore different textured materials. Find out about the artist George Seurat. Look at the work of George Seurat in books & online.</p>	<p>Look at Abstract art from a range of different artists – pictures, videos and books. Artist visit to demonstrate their work. Visit an art gallery or virtual tour.</p>	<p>Watch videos and share books about the artist Henri Rousseau and the jungles that he based his work on. Watch videos about colour mixing, shades and tints and the artists who particularly explore shades and tints in their work.</p>	<p>Learn about tapestry- textile art as an art form through the ages to contemporary times by watching PowerPoints, videos and examining pictures of well- known tapestries – Bayeux tapestry, The Field of the Cloth of Gold – Hampton Court palace. Watch videos about the tapestry and the museum/place where it is exhibited. Are there modern day equivalents?</p>	<p>Poly block printing/Japanese school of Art- Watch videos about poly block printing and the Japanese school of art. Visit an exhibition if possible. Learn about the Japanese culture from books, videos. Play traditional Japanese music as the children create their block prints. Have pictures of Japanese countryside scenes on the board.</p>

Spring	<p>Look at pictures/artworks made from prints. Watch videos about printing. Make a collection of objects with repeating patterns –wallpaper, wrapping paper, fabrics.</p> <p>Artist visit.</p> <p>Sculptures in the local environment</p>	<p>Learn more about the colour mixing system by watching videos. Explore the art work of artists who were exponents of using primary colours and secondary colours in their artwork. Collect colour sample cards- find out the names of different shades of colours. Find out about the life and work of Piet Mondrian – in books, videos and online.</p>	<p>Watch videos/read books about the artist and illustrator Quentin Blake. Watch instructional videos on using and applying water colours. Visit an art gallery to view artwork. Visit the Roald Dahl museum.</p>	<p>Landscape artists- watch videos of water colour techniques to refresh the children’s memory. Learn about the artist John Constable – look at his artwork online or visit an exhibition (actual or online visit to an art gallery –a virtual tour)</p>	<p>Mosaics- Explore famous works of art and artists such as Antoni Gaudi who used mosaics – look at local well known mosaics for example the Roman Villa at Bignor and those at Fishbourne Roman Palace.</p>	<p>Visit the beach to draw and paint the seascapes. Visit an art gallery or watch a virtual tour. Look at seascape artists and their work. Whilst painting seascapes in the classroom, play recorded sounds of storms at sea, lapping waves etc to help create the ‘feel’ of the sea/oceans and emotions generated by the sea.</p>	<p>World Art- research in books and online art from different cultures and countries. Use a world map to pinpoint the various countries. Watch video clips and films about how the artwork is created and its cultural significance & history. Visit the British museum. Sample food and explore other aspects.</p>
Summer	<p>Watch a video about weaving –see it in practise.</p> <p>Make a collection of woven objects- baskets, bags, pictures, wall-hangings.</p> <p>Poster of a colour wheel Look at colour swatches – paints and materials.</p> <p>Pictures of portraits.</p>				<p>Printing – Learn about William Morris and the Arts and Craft movement. Watch videos about the life and work of the artist and designer. Look/research about how his prints are still in use today in household products. Invite a local artist/designer to talk to the children about their craft.</p>	<p>Watch videos about city skylines and then those that focus on the London skyline. Look at famous landmarks of London and find out about the architects who designed them. Play songs that mention London landmarks as the children create their skylines.</p>	<p>Watch videos about the history of Pop Art. Find out about the lives and artwork of well-known pop artists and their modern day equivalents. Look at posters. Visit an art gallery or watch a virtual tour. Find out about pop art in current times and its use in the media.</p>

SEQUENCE OF LEARNING – what will be evidenced in their sketchbooks

<ul style="list-style-type: none"> Recap of prior learning and skills Knowledge organisers for each pupil’s art book-key vocabulary & definitions, examples of artwork from each unit of study, artist study information, prior knowledge, new learning objectives – skills & 	<p>Sketchbooks -owned by the children & should be the centre of their creativity.</p> <ul style="list-style-type: none"> collect ideas, clippings, examples of work, colour, pattern and texture swatches, information, photographs of focus 	<p><u>The Journey</u> drawing/painting/printing/sculpture, 3-d artwork, textiles</p> <ul style="list-style-type: none"> Experiment with drawing and other techniques: painting, collage, .printing, colour-mixing sculpture. Observational drawings and experimental drawing skills. 	<p><u>Creating a piece of artwork</u></p> <p>Using preparatory work and experimenting with different techniques to build up to the process of designing and producing a final piece of artwork- painting, drawing, collage, sculpture, prints, textile.</p>	<p><u>Reflection and evaluation-</u></p> <ul style="list-style-type: none"> Reflect on their journey – the processes and stages that they have been through. Evaluate the processes and their finished pieces of artwork.
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knowledge. Shared with the children and space to add any further 'discoveries' of knowledge & skills.	artworks/style and artists and crafts people	<ul style="list-style-type: none"> • Planning and designing. • Experimenting with scale. • Review and revisit ideas. 	Review and revisit ideas/work in sketchbooks throughout the journey.	<ul style="list-style-type: none"> • Make links to their own work and the artwork of artists & crafts people using the 'language of art.'
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MODIFICATION	CHALLENGE
<p>Modify the learning to meet the needs of all of the pupils including the less able and more able.</p> <ul style="list-style-type: none"> • Set suitable learning challenges. • Provide more 1:1 support. • Break tasks down into more manageable chunks. • Show them again how to do something. • Differentiation by task – clarify which options are more difficult and guide them in their choice e.g. choosing to create a drawing of an animal for a repeating print pattern, select an easier animal to draw. • Respond to pupils' diverse learning needs • Choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group. • Modify the curriculum to remove barriers so all pupils can meet the same objectives. <p>Useful website: https://theartyteacher.com/what-is-differentiation-in-art/</p>	<p>Challenge more able pupils:</p> <ul style="list-style-type: none"> • Plan for ways of extending and challenging more able pupils in every unit of work. • Give them more choice to show what they know and understand. • Accommodate pace and promote independent work and research. • Devise extension activities that combine both breadth and depth. • Develop personal learning and thinking skills. • Support able learners through classroom talk and questioning. • Set high expectations and monitor progress through effective assessment. • Enrich learning outside the classroom with some engaging and practical ideas.